

ADELANTE RAZA!

LA RAZA INC. 1825 N. McDonald Appleton, Wis. 54911

ORGANO DE INFORMACION Y
MOVIMIENTO DE LIBERACION

MAYO 72

LEADERSHIP TRAINING— SERVIDORES AMONG THE MEXICANOS

Mary Anita Sanchez

Ruben Alfaro, dynamic, clear-spoken and conscious of the people he serves, opened the Mexican-American Leadership Training workshop held April 28-30 at the Blessed Sacrament Fathers Seminary, Waupaca, Wis. Those who attended represented the 8-county area covered by La Raza, Inc., which sponsored the workshop.

Señor Alfaro, Director of the Division for the Spanish Speaking in Lansing, Mich., continually emphasized group participation. The solution to a problem is important, but the way in which it is done, the method, is so much more important if all take part.

A group can motivate/change what one individual person can not. However, "Cada uno es un mundo...hay que respetar el opinion de cada persona..." Ruben practices what he preaches—he regards each persons' opinion very highly. No one person is forgotten by a true leader,

or as Ruben prefers: un servidor respetá y escucha para darse cuenta de lo que está pasando.

Father Tom, who accompanied Ruben at the workshop, también prefiere llamar un líder: servidor. "El servidor consigue otros que hagan algo; organizan si mismo. Es un hombre que pone atención a las necesidades de otros personas en el grupo."

Unlike other workshops I have attended, the leadership workshop in my estimation was by far the best, due to visible pro-

gress. Whereas at the beginning we experienced confusion, chaos, and even shyness, the end saw a beginning: confianza entre cada persona (no tanto miedo), respeto al derecho de cada persona, y también aprendimos a preguntar por ayuda y mas importante, a escuchar.

"Necesitamos a todos" sea hombre o mujer, hay que escuchar a cada persona—all attending the workshop agreed that respect, confidence, and organization are important; organization involves not just speaking and acting, but listening (escuchar).



Fr. Tom and Ruben Alfaro, Leaders: servants of the people.

La Raza Receives Grant From State

MADISON — An Appleton-based organization aimed at assisting Mexican-Americans in several surrounding counties was listed today by Gov. Patrick Lucey as the recipient of a \$10,000 state grant.

La Raza, Inc. received the grant to assist persons living in Portage, Waushara, Green Lake, Outagamie, Waupaca and Winnebago counties.

La Raza offers help for both migrant and locally settled Mexican-Americans, through educational and social-welfare programs. It is largely financed from private sources.

The grant was among 22 which total \$185,000 for assisting disadvantaged persons in urban

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LA RAZA MOVES...

To spread throughout Wisconsin a movement of liberation aimed at freeing Chicano brothers and sisters from slavery and ignorance, fear and oppression--by use of education, y credo de La Raza, Inc.

Credo de La Raza, Inc.

La Raza quiere proclamar a todos nuestros hermanos que: la comida, el vestido, la habitación, el trabajo, la libertad, la igualdad, y el respeto humano nose mendigan, si no son derechos inviolables del individuo.

BERLIN

America: We take better care of cats and dogs, while innocent children go hungry.

Berlin: This is not unique in Wisconsin, or Berlin. It happens in some of the townships of Outagamie and Portage counties, and probably in some others. We plan to expose the enemy of the poor.

Mrs. Wood, Director of City relief in Berlin, Wisconsin. This city of 5200 had a 1971 relief budget of \$1000; they spent a total of \$170. Mr. Dimas was operated on the spring of 1971 at the Berlin Community Hospital. He requested welfare from Mrs. Wood. A voucher was issued for \$50 for two weeks of groceries. There are 12 members of the family; 9 are children, all under 14 years of age. No rent money was given. The \$50 originally granted was cut to \$25. ...There are no people in need?!

Mrs. Wood was reappointed as Welfare Director in April, 1972.



Adelante Raza!

Newspaper of La Raza, Inc.

Editor: Mary Anita Sánchez
Publisher: Jose Ruiz

Subscription Rates:

Wisconsin.....\$2.00
Out of state.....\$3.00

Office: ADELANTE RAZA!
1825 McDonald Street
Appleton, Wisconsin, 54911

Phone: 739-7758

OUR PAPER IS TO:

- Expose problems and point out possible solutions
- Inform people of services
- Explain our goals
- Help creativity of writers
- Provide a means of communication between La Raza here and La Raza in Illinois, Texas, Michigan, etc.

This is how we, the staff of ADELANTE RAZA!, see our role. Perhaps you see it differently. Let us know--we are interested.



noticias

Operation Driver's License

Since last fall, 15 adults in the Portage-Waukesha County area have received their Wisconsin driver's licenses. The Fox Valley Technical Institute of Appleton began a second program in April for others who have not yet had the opportunity to get their licenses. Presently Sister Ann and Sister Arnold are working with a group of five near Plainfield, preparing each person for the test best suited to him--the written English test or the oral test in Spanish or English.

Those who do not yet have a Wisconsin license should carefully consider a few points. First, it is illegal to drive anywhere on a highway or side road without a driver's license. Anyone who does risks a fine of \$30-\$50 or, if involved in an accident, much more trouble and money. Those who have decided to make Wisconsin their permanent home but who have a Texas license must exchange it for a Wisconsin license by taking the necessary tests. The Wisconsin license should be obtained within 90 days or 3 months after moving into the state. A Texas license in Wisconsin is not legal when one has lived here for more than 3 months.

A new class with perhaps more people will begin in early May. Anyone interested should contact Sister Ann (715-344-4125) or Margarito Martinez (715-228-3012).

And Then Comes Summer...

After a series of meetings to prepare a summer program for Migrant children, La Raza, Inc., together with the Dept. of Public Instruction in Madison, has set up a Title I in Appleton. Similar programs are also in Bancroft and Hancock (administered by James Fritsch), and in Wautoma and Berlin.

The main goal of the program is to lead the children to a positive self-concept, to draw out from them an awareness of their individual value as people and at the same time to bring about an understanding and appreciation of their heritage and culture. To help the child see himself as an individual, express himself, and feel good about WHO HE IS.

The curriculum is to improve the listening, speaking, and writing skills in both the English and Spanish language. Art and music will be included and related to the main project the children are involved in. Group activities will culminate in a visible accomplishment such as a radio program taped and broadcast by the older students, a newspaper written and edited by another group of these students, and a 8 mm movie or slide presentation with taped audio effects. All three will allow the children to become involved in new and educationally exciting experiences.

Berlin, Hancock, Bancroft, and Wautoma may differ in their projects, therefore each Title I site will present their program as a separate unit.



SCHOOL CIVIL RIGHTS for SPANISH-SPEAKING

Los Derechos Civiles y La Educacion de Nuestros Chiquillos

En estos ultimos años hemos presenciado un despertar de las Comunidades Chicana, Puertoriquena y Cubana, un despertar que con Valenia y determinación se ha propuesto a terminar con las injusticias cometidas por las escuelas contra nuestros chiquillos.

Y este ultimo año en particular, este despertar ha culminado frecuentemente en confrontaciones entre la Comunidad Latina y la Administracion de las escuelas.

El año 1971, las apropiaciones monetarias para programas bilingües fueron incrementados en 4 millones con relación al año anterior (21.5 millones 1970 - 25 millones 1971). Sin duda alguna estas apropiaciones son insuficientes.

El programa bilingüe de educación, para que sea efectivo, debe ser elevado a efecto aciendo uno o el idioma materno en todas las materias. Ya que el objetivo primordial de la enseñanza bilingüe es acrecentar la propia estima del niño latino de su propia cultura y lenguaje, el uso del idioma materno es una exigencia indiscutible, no solo en las clases de Historia y Cultura sino también en todo relacionado con la educación.

Algunas recomendaciones de HEW que pueden ser de interés. He aquí algunos puntos:

1. Cuando el lenguaje común de un grupo sea un obstáculo para una efectiva y completa participación del niño en el programa escolar, la escuela debe rectificar esa insuficiencia. (Y no enseñando Inglés, sino educando el niño en su propio idioma)
2. El distrito escolar no debe designar el niño latino a clases de Educable Mentally Retarded (Clases para retardados mentales) ya que el criterio de habilidad escolar del niño está basado en un examen Inglés y no en su propio idioma.
3. El sistema computador de habilidades debe estar basado lo antes posible, de acuerdo a las necesidades del niño latino, y no en sistemas ciegos que impiden el progreso de nuestros niños.
4. El distrito escolar debe notificar a los padres del niño de todas las actividades escolares y debe hacerlo, siempre que sea necesario, en el propio idioma de los padres.

[Notas tomadas de: "Selecciones Anuales de Derechos Civiles 1971"]

Y ahora preguntense, cuantos de estos detalles son implementados por nuestras escuelas?



Civil Rights and Education for the Spanish Speaking

Within the last few years, concern has been rising, among Mexican-Americans, Puerto Ricans and other Spanish-speaking groups over inequality of educational opportunity available to their children.

During the last 18 months, a series of confrontations between various school systems and the Mexican-American communities has sharpened, walk-outs, lawsuits, meetings, etc. have taken place.

Title VII appropriations have risen from \$21.5 million in fiscal year 1970 to \$25 million in 1971. During 1971, 131 bilingual programs were funded. Title VII appropriations are not meeting the needs. However, additional funds for bilingual education may be made available through a proposal now before Congress to earmark a portion of the \$1.5 billion Emergency School Aid funds for these programs.

The ideal bilingual education program is conducted both in the mother tongue and English and includes instruction in all subjects. Since an important objective is the development of the child's self-esteem and cultural pride, study of history and culture associated with the mother tongue should become an integral part of this program.

HEW Guidelines

In May, 1970, the US Department of Health, Education, and Welfare took the first step toward prohibiting discriminatory treatment of children with language and cultural differences. The four guidelines were:

1. Whenever language excludes national-origin from effective participation, school districts must take steps to correct the language deficiency.
2. School districts must not assign pupils to Educable Mentally Retarded classes on the basis of criteria which measure English language skills; nor may they deny students access to college preparatory courses on the basis of the schools' failure to teach language skills.
3. Any ability grouping or tracking system must be designed to meet these needs as soon as possible, so as not to operate as a dead end educational track.
4. School districts are responsible for notifying the parents of national-origin students of school activities called to the attention of other parents, even if this must be done in a language other than English.

[Taken from Annual Review of Civil Rights Digest, December, 1971.]



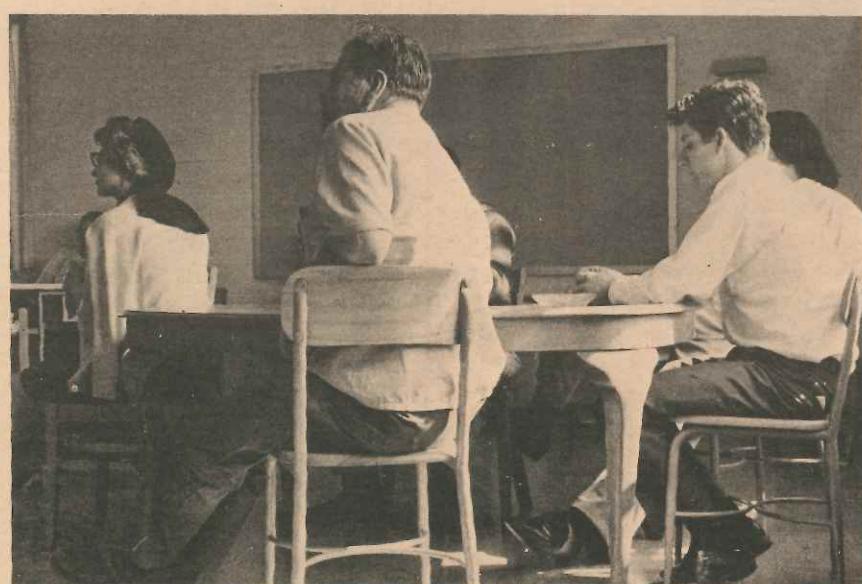
Children Probe Meaning of Easter

Against a background of creation and out of darkness came the greatest act of all created things and the most blinding light of all time--the resurrection of Jesus Christ!

The weekend before Easter, children from Bancroft to Berlin and Coloma spent a day studying and celebrating what the risen Christ means. Seventy children attended the two centers, St. Martin's Church near Bancroft, and St. Joseph's in Wautoma. Maria Contreras, Concha Maravilla and Ignacia Parra formed a team with Sister Arnold and Sister Ann for the religious education week end.

Lilly Sanchez, Margarita Facundo, and Andrea Sanchez prepared lunch for Saturday and Carolina Ruiz and Christina Sanchez on Sunday. For those who had no way of attending, Linda Sanchez, Concha Maravilla, Leon Sanchez, and Jose Sanchez provided transportation.

With the cooperation of the team, helpers, children, and parents, the week end proved to be a refreshing experience of Christian solidarity.



Training Workshop—Sister Ann (Stevens Point), J. Ruiz (Wautoma), and H. Trevino (Appleton).

Ellen Bloom on a walk with
Jimmy, Tony, and Daniel Her-
rera; Bancroft tutoring program.

D



The grand Aztec today

The Migrant

Stand proud--descendant of the mighty Aztec,
Whose architectural ingenuity scoffed at Time,
Building great edifices;
Pyramids to their gods
Still stand, giving mute testimony
To a gifted race.

Drawing from this plutocratic heritage
A race emerged; tempered by hardship,
Subdued by conquest,
Repressed by the elements,
Averse victims of circumstance
Raise an anguished cry--JUSTICE!

Beverly Wydeven Van Toll

I AM A CITIZEN
I am a citizen of
from Texas, and a man
place to place. In
Shiocton, Wis. When
Fernandez I decided
nical Institute, tation,
will not provide an
I moved to Apple
a good time with lo
studied and was hap
is that the government
grants to live in,
to let us live in a
have a fire escape,
insignificant thing
that government mov
though I met good a
say that the power
evicted us from the
they wanted us to,
My psychology co
myself, and I found
a six-year old dro
out a rigid work se
homework and school.
today what some in
help me in my effo
der myself a succe
in knowing that th
strength and deter
self for the futur

ARISE AND SET...ARISE...

The depression...the waving flag...land of no enslavement
...endless boundaries, districts, jurisdiction, "red tape"...
un-appealing, distasteful. i have no place to go. un-employed.
un-fed. nothing to do. no plans. no outline. no blueprints...
a prisoner i become to an un-caring society...nothing doing...

depression

...and then comes dawn...i care not for the land of no
enslavement...pink and orange light-flowing waves...a striking
force of power--shadowing the path...of tomorrow.

and the sun rises to a new day of knowledge.

I make it...like the sun, I rise...the road I seek I am not yet
aware of; but, I continue on...

I know nothing of what my day will be, or, if I will make it;
but, I struggle...

...at 12 I reach a climax...I can choose to continue as the
morning did, or, I can live the rest of the day in a new mood;
I choose to make it a new day and so I stand...alone, if I must--
but, I STAND.

"...now I lay me down to sleep..."...to end the finale?...no!
But to make me dawn again;...the sun sets...to try again,
and to live in a new day...LA RAZA HAS AWAKEN!

No Te Aguites

Cuando, como a veces sucede, las cosas se pongan feal
Cuando tu facil caminas se convierta en empinada cuesta
Cuando, desnudo y sin centavo, tus deudas te estrangulen
Y tu forzada sonrisa se convierta en mueca
Cuando los problemas te aplasten con su peso
Descansa; toma fuerzas, pero jamas no te aguites.

Como nuestra fatigosa experiencia nos dicta
La Vida esta llena de espinas, se nos hace pesada y cabrona.
Muchos sucumben a su peso. Se aguitan
Ignorantes de que la victoria estaba muy proxima
Un paso adelante era todo lo que se faltaba
Aunque camines despacio estos cansado; m'te aguites
Piensa que en un paso mas esta la diferencia.

El exito, la victoria con frecuencia estan
Mas proximos que nadie pudiera imaginar
Y cuando la meta estaba al alcance, el valiente se aguito
Mas con onda pena al caer del dia se dio cuenta
Que chinga! que cerca me rozo la dicha.

Con cortezza de desdicha viene el exito envuelto
Y cubierto en negras nubes de duda e incertidumbre
Y uno nunca sabe de cierto, lo ceria que esta del exito
Hermano, masrecio debe ser el combate cuanto mas peores la pelea.

Porque es cuando las cosas se presentan feas que no debes aguitarte.

Don't Quit

When things go wrong, as they sometimes will
When the road you're trudging seems all uphill
When funds are low and debts are high,
And you want to smile, but you have to sigh,
When care is pressing you down a bit--
Rest if you must, but don't you quit.

Life is queer with its twists and turns,
As everyone of us sometimes learns,
And many a fellow turns about
When he might have won had he stuck it out.
Don't you give up though pace seems slow--
You may succeed with another blow.

Often the goal is nearer than
It seems to a faint and faltering man;
Often the strugger has given up
When he might have captured the victor's cup;
And he learned too late when the night came down,
How close he was to the golden crown.

Success is failure turned inside out--
The silver tint of the clouds of doubt,
And you never can tell how close you are,
It may be near when it seems far;
So stick to the fight when you're hardest hit--
It's when things seem worst that you mustn't quit.

Cesar Chavez—ufwoc

Hay fuerzas malignas y poderes politicos que quieren enterrar el movimiento unionista de Cesar Chavez.

El presidente Nixon hizo su campaña politica en California comiendo en publico uvas de las companias boycoteadas por Cesar Chavez y su union UFWOC. Y ahora los Republicanos quieren declarar ilegal la campana de boycott de la lechuga.

Usted puede hacer que esta campana injusta, absurda e inmoral cese sus asaltas contra Cesar Chavez, su union y la gente de LA RAZA. Escriba su protesta a:

GOP National Chairman

Robert Dole

Washington, D.C.

Cesar Chavez dice: "Por mucho tiempo los trabajadores del campo no han sido reconocidos por la ley. Cuando nos organizamos para demandar contratos justos con los rancheros, fuimos ignorados.. Y ahora, los Republicanos, han decidido que las leyes de multa de NLRA deben de ser aplicadas a las uniones de los trabajadores del campo, aun cuando las ventajas de NLRA que protegen al trabajador de la factoria, no se aplican al trabajador del campo."

Somos iguales para el castigo y no para los beneficios.

"Can farm workers be denied the benefits of NLRA-National Labor Relations Act and still have the union which represents them subjected to it penalties?"

In the past the President has made his position on the farm workers clear. Mr. Nixon campaigned in California, eating non-union grapes, and during the grape and lettuce boycotts the Dept. of Defense increased its purchases of these products by as much as 350% in some years! Want to stop injustice against the Farm Workers? Write or send a telegram to:

GOP National Chairman

Robert Dole

Washington, D.C.

Cesar Chavez said: "For years farm workers been kept outside the law. When we organized, sought negotiations with our employers, they clearly ignored us... The Republicans have now decided that punitive provisions of the NLRA should apply to the farm workers' union, even though the protections of the NLRA do not apply to farm workers."

Tutorial Program Finishes First Year

Bird watching, perceiving sounds, tape recording, going round the world on a map, or just solving that impossible math problem or reading all characterize the tutoring program in Portage and Waushara Counties.

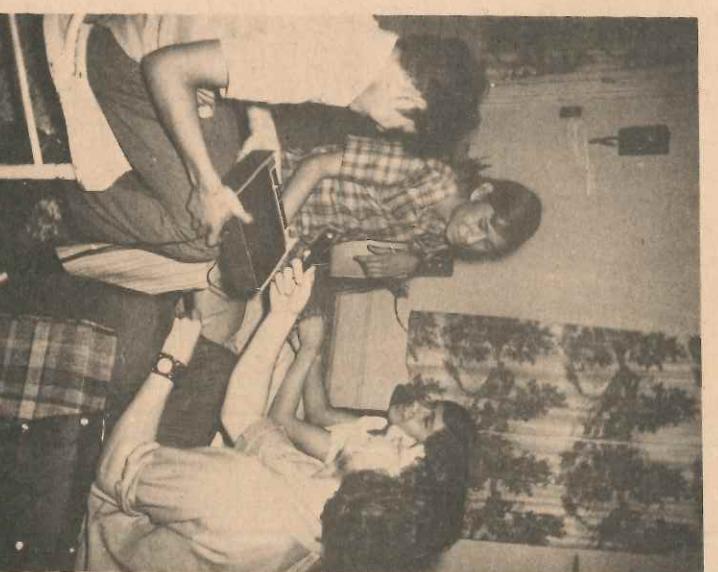
Twenty-six Mexican-American and Anglo high school and university students tutor some 65 Mexican-American children in the children's homes twice a week for two hours each session.

The purpose of the program is to help students improve and feel more confident in using communication skills. Emphasis is on English, first as it is spoken and second as it is read and written. Beyond English, tutors and students exchange Spanish-expand vocabulary, tell stories, share experiences, or just talk.

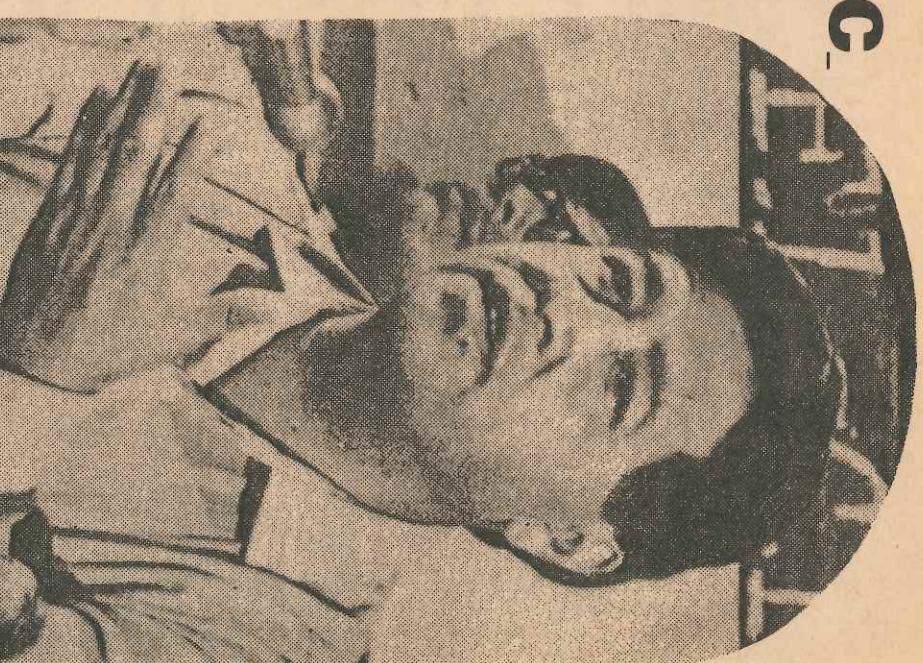
The tutoring program began in the spring of 1971 and has run the full term of the 71-72 school year. The last session will be May 8 and 9.

At a recent meeting to evaluate the merits of the program, tutors expressed their enthusiasm for the project. Mr. Clem Baime of the Department of Public Instruction in Madison, through whom the program was made available, suggested that a slide presentation with tape recorded comments be made so that other people can better understand the tutoring effort, which is the only one of its kind. Children, parents, and tutors are now co-operating in this activity, bringing the year's effort to an end.

Commonweal
April 28, 1972



John Bauknecht taping Richard, Joe, and Mario Frausto; Bancroft tutoring program.



El Problema de la Vivienda

No tenemos dinero para comprar casas.

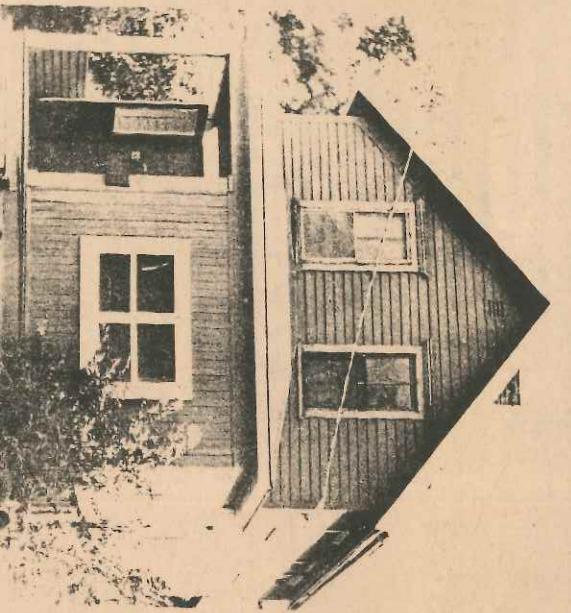
No hay casas para rentar.

Cual es nuestra actitud? Quedamos parados esperando lluvia del cielo? No! He aqui algunas sugerencias.

1. Hacer uso del programa 235 Debemos de escribir a la oficina de HUD en Milwaukee (744 N. 4th St., Milwaukee, Wis., 53203) para que arreglen ellos un programa a explicarnos como comprar una casa 235. Este debe de estar con consultadores que hablen español. Si no quieren, tal vez La Raza y otro grupo puede organizar, tal programa a explicarles a las familias que quieren una casa 235, como comprarla y como evitar errores.
2. Hacer que la ciudad, el condado construyan casas para nuestro alcance Debemos de hablar con los oficiales locales a ver si hay una autoridad de casas. Si hay, se deben de ser monstrado la necesidad de nuevas casas. Por seguro, si no hay una autoridad, tenemos que solicitar a los oficiales que apunten uno.

3. Organizarnos

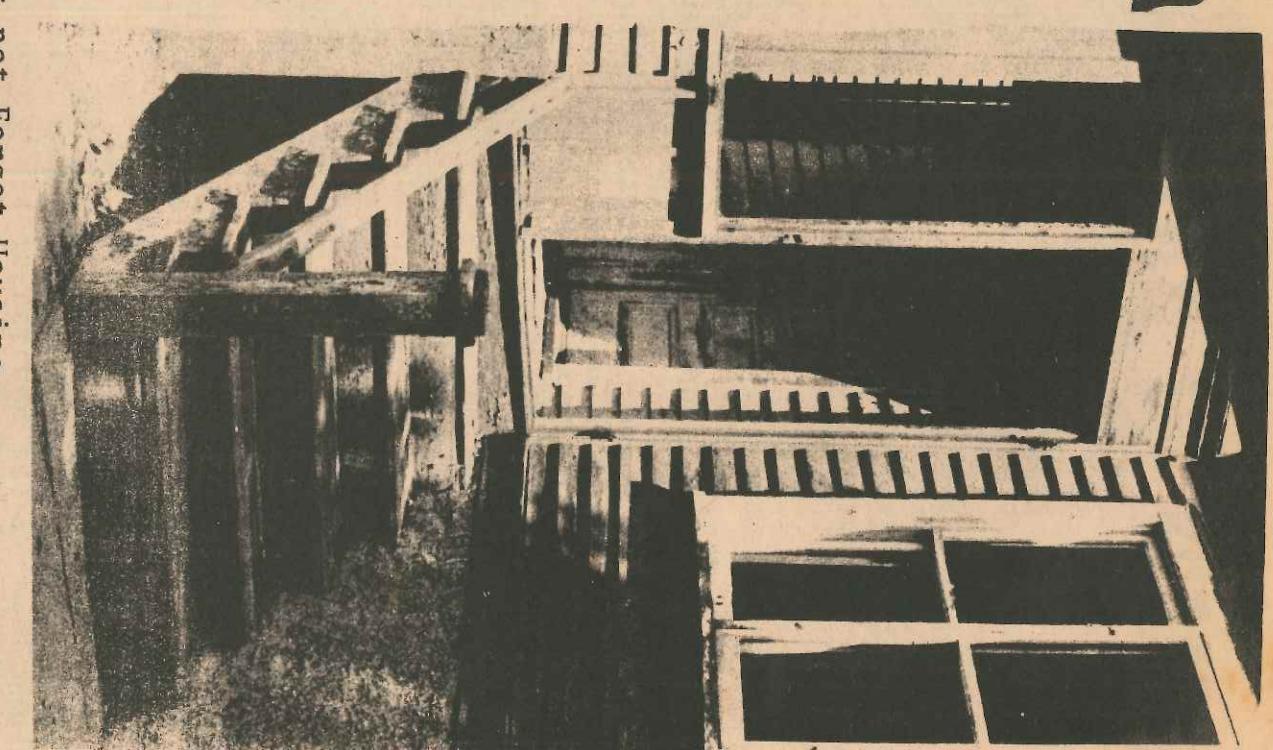
El mejor modo de obtener un buen resuelto de FHA, de los oficiales locales, de los realtors y dueños, es juntarnos como un grupo unido. Sino son ricos o hombres de poder, su voz nunca sera oido; pero si hay muchas voces, seran oídos. Grupos organizados pueden tratar a organizar una autoridad de casas; demandar de los que son responsables que se quiten las malas condiciones, o juntarse como un "self-help group" por lo cual pueden ajudar uno a otro a hacer su comunidad respetable.



Puerto Rican Doctor Appointed to White House Panel

Henry M. Ramirez, Chairman of the Cabinet Committee on the Opportunities for Spanish-Speaking People, praised the appointment of Dr. Mario R. Garcia-Palmieri, a Puerto Rican, to a White House panel of experts formed to study the causes and cures of heart disease.

Dr. Garcia-Palmieri is head of the Department of Medicine and chief of the Cardiology Section at the University of Puerto Rico School of Medicine at San Juan. He is a former Secretary of Health of Puerto Rico and President of the Board of Directors of the Puerto Rico Medical Center. A noted author in his field, Dr. Garcia-Palmieri has been published often.



Let's not Forget Housing...

One thing that makes it hard to get changes in the housing situation is that people who want change are not organized. It will never get better if people accept the conditions or if they move out to another place that is just as bad as the one they just left.

To take action to make this situation better:

1. Make the FHA 235 program work. Spread the information: who can use it. How do you use it? What do you do? Send letters to HUD office, 744 N. 4th Street, Milwaukee, Wis., 53203, and ask for a counselling program for potential buyers of 235 homes. A Spanish-speaking counselor or groups such as La Raza should be able to help and advise these families from making mistakes and being taken advantage of.
2. Bring public housing into your town. Talk to local officials. Find out about the Housing Authority. If there is a housing authority, pressure it to do its job and build housing. There isn't one? What are your city and county officials there for? Get them to work for you, your city.

3. Organize. The best way to get results from FHA, realtors, landlords, etc. is to act as an organized group. Your voice alone will probably not be heard, unless you happen to be rich and/or powerful. An organized group can try to get a housing authority started, can pressure landlords or building inspectors to eliminate poor conditions, or can become a self-help group and clean up the neighborhoods, fix up houses, and help each other out when in trouble.

What do you think of these ideas? Do YOU have any other suggestions for improvement of the housing situation? Write or Call us. Let us know what you think is needed the most where YOU live. Call 739-7758, or write LA RAZA, INC., 1825 McDonald St., Appleton, WI., 54911.

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Chicanos for Higher Education

(from the Appleton Post Crescent)

We strongly endorse the Minorities Studies Council's efforts and firmly believe that the University of Wisconsin is lacking in fundamental exposure to a large segment of history, culture, and language from the Chicano, Black, and Indian populations. All Americans should have the opportunity to study and be exposed to these cultures.

We support the demands for

-faculty

-recruiters

-financial aid

-minor in Chicano history/studies

We base our support on the following facts:

1. The U.S. ranks fifth in the world concerning the numbers of Spanish-speaking citizens (after Spain, Mexico, Argentina, and Columbia). A realistic estimate of the number of Spanish-speaking in this country is 12 million people. The U.S. has more Spanish-speaking than Peru, Venezuela, and Chile.

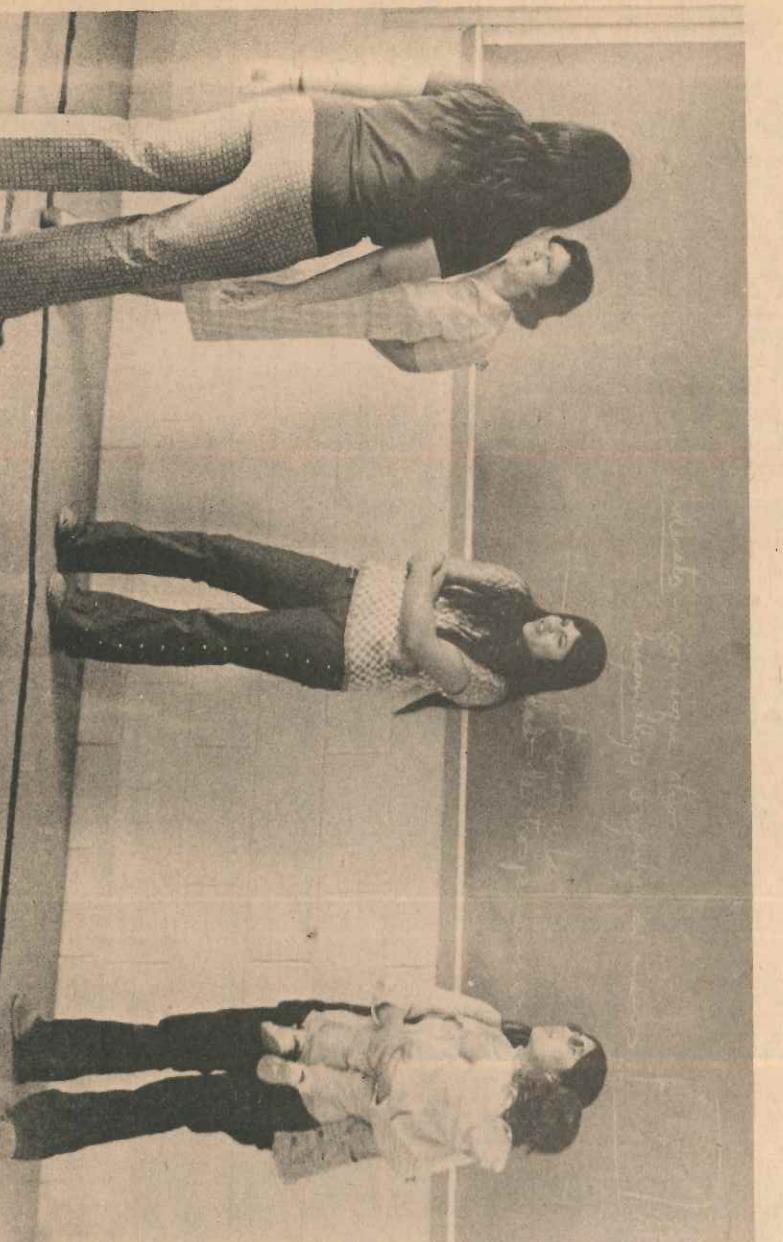
2. Most of the campuses of UW offer Latin American cultures, politics, sociology, economics, but completely ignore Chicano and Puerto Rican culture, polities, sociology, etc.

3. The American continent, excluding Canada and part of the U.S., is Spanish-speaking territory.

4. The U.S. is increasing its political, economic, and cultural contact with the rest of the continent. Interdependence will increase rapidly as various cultures mix.

5. We can no more ignore the two largest minorities: Blacks and Chicanos. The educational problems of the Spanish-speaking are broader in scope and larger in magnitude than those of any other single group in the U.S. Current statistics show that of any single ethnic group, Spanish-speaking people have the lowest educational attainment level, the highest drop-out rate, and the smallest number of people enrolled in institutions of higher learning. The reluctance on the part of the Spanish-speaking to abandon their cultural and linguistic heritage (why should they?) and the inability of others to achieve an understanding of this culture and language accounts for a less than adequate participation by the Spanish-speaking in programs available to serve them.

6. There are thousands of bi-lingual programs in our nation aimed at helping the Spanish-speaking child. These programs try to preserve the language, culture, and history of the Spanish-speaking peoples. These programs are on the increase and are in need of accredited bi-lingual/bi-cultural teachers for their staffs.



C. Sánchez, C. Sánchez, L. Masuca, C. Trevino & Alicia.

UWO Minority Group Students Stage Protest

Multi-Cultural Center to be Vacated Until Demands Met

OSHKOSH — Minority group students at the University of Wisconsin-Oshkosh campus have vacated their newly assigned multi-cultural center until demands concerning the center are met.

Representatives of the Afro American Society, Chicanos Unidos and the Native Americans on campus announced their plans at a 9 p.m. Wednesday press conference called to inform the media and public that the university had not been responsive to minority groups. The conference was the second action taken by the minority groups in a week. On April 19, members quit a task force which had been set up to investigate the U.S. Commission on Civil Rights charge that there was institutional racism at UW-O and the University of Wisconsin.

They walked out of a meeting with UW-O Chancellor Roger E. Guiles as he met with them to discuss his plans for solving some of the groups' problems on campus.

Restate Demands

The press conference Wednesday was called to restate their demands that more minority faculty, students, and financial aids for minority groups be brought to the campus. The groups felt that Guiles' plans for doing so were not true commitments and were restating their original demands.

The Wednesday night boycott which the students said will last until their demands are met concerned the furnishing of the multi-cultural center which the groups moved into in January.

They said that they couldn't function in the center because there was "old and broken furniture and not even any curtains."

They stated that the table around which the conference was held hadn't been provided until Sunday when an open house was held.

Donald Bedford, a black student, said, "They've been promising and promising, but it's taking a lot of time." He announced then that the boycott of the center would begin immediately after the conference was adjourned. Minority students for all the groups in the house began taking their personal posters, signs, notes and items they had brought in themselves off the walls.

Meet Somewhere Else

They said they would meet in other places on campus like the union until the center was furnished as they had been promised.

An additional demand, the dismissal of two members of the UW Spanish department, also was demanded by John Mireles, Chicanos Unidos president because he said they were racist.

They are John Harycki and Paul Mooney.

Mireles did not back up his charge against the instructors, but he and Chicanos spokesman charged that Spanish speaking Chicanos were failing courses.

April 27, 1972